

FOREIGN LANGUAGE SOL TIMES

Pre-School
In-Service Workshops

Virginia Department of Education, Office of Secondary Instruction
<http://www.pen.k12.va.us/VDOE/Instruction/Language>

August 2000

Foreign Language SOL Approved by the Board of Education

June 22, 2000 was a banner day for foreign language education in the Commonwealth of Virginia. The Foreign Language Standards of Learning were presented to the Virginia Board of Education for final review. The Board voted unanimously to adopt the standards which had received a very positive review during the statewide public hearings on April 3, 2000. Board President, Kirk Schroder, also recognized the members of the committee that worked to revise the SOL.

Following the adoption of the Foreign Language SOL, the Foreign Language Association of Virginia (FLAVA) gave a presentation to the Board which highlighted some of the foreign language initiatives around the state. Members of FLAVA and the Virginia Foreign Language Supervisors' Association, representatives from the Governor's Foreign Language Academies, as well as students from Fairfax County and Chesterfield County presented information about opportunities for Virginia students to study foreign languages and cultures. Speakers presented components of language programs in Chesterfield, Henrico, Fauquier, and Fairfax Counties, and the language academies.

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Time Line for Foreign Language SOL Revision

In April 1999, the Virginia Board of Education approved a work plan to revise the Foreign Language Standards of Learning. The foreign language standards were last revised in 1983. The following time line is in place for the Foreign Language SOL revision:

May 1999	Writing committee members selected from among nominees submitted by division superintendents
June 1999	Steering committee met at James Madison University to develop the framework for the SOL
July 1999	Writing committee met at James Madison University to develop a draft of the Foreign Language SOL
Sept. 1999	Draft document edited for clarity and consistency
Oct. 1999	Steering committee re-convened to review and approve the edited document
Fall 1999	Limited stakeholder review of the revised SOL conducted at conferences, teacher in-services, and by mail
Jan. 6, 2000	Foreign Language SOL presented to the Board of Education for first review
April 3, 2000	Public hearings on the Foreign Language SOL conducted at five sites across the commonwealth
June 22, 2000	Foreign Language SOL presented to the Board of Education for final review and approval
August – Sept. 2000	Foreign Language SOL printed and distributed to school divisions



SOL Writing Committee Members

The committee that developed the draft document of the Foreign Language SOL was selected from among foreign language educators nominated by school divisions. They included:

DOE Project Director

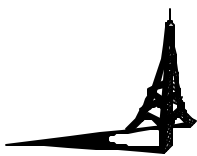
- Dr. Linda Wallinger - Foreign Language/ESL Specialist

Consultant

- Marty Abbott – Fairfax County

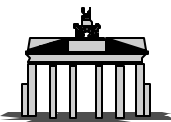
French

- Glenda Cash – Lynchburg City
- Val Gooss – Henrico County
- Mignonne Holz – Manassas City
- Lela Morris – Richmond City
- Susan Temple – Franklin County
- Dr. Robert Terry – University of Richmond



German

- John Freeman – Pulaski County
- Brenda Goff – Bedford County
- Sally Goodhart – Gloucester County
- Deborah Hershman – Loudoun County



Latin

- Cathy Daugherty – Hanover County
- Dr. David Larrick – Albemarle County
- Diann Nickelsburg – Virginia Beach City
- Vickie Scaggs – Chesterfield County
- Sandra Spengeman – Franklin City
- David Winn – Spotsylvania County



Spanish

- Sheila Cockey – King George County
- Sylvia Kladakis – Fairfax County
- Stephen Lambert – Rockingham County
- Katy Myers – Fauquier County
- Mimi Stapleton – Virginia Tech
- Maria Still – Virginia Beach City



Organizing Strands for the Foreign Language SOL

Each level of the modern language standards is organized around seven content strands that outline the knowledge, skills, and processes essential for language learning, focusing on communication. Between ten and twelve standards have been written for each level of the modern languages. Each standard is followed by two or more essential components of the standard.

Modern Foreign Language Strands

- Person-to-Person Communication
- Listening and Reading for Understanding
- Oral and Written Communication
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities



The Latin standards are organized around six content strands that focus on interpretation of text. Latin has seven or eight standards at each level. As with the modern language standards, each Latin standard is followed by two or more essential components of the standard

Latin Strands

- Reading for Understanding
- Using Oral and Written Language for Understanding
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities



There has been a deliberate attempt to make the Foreign Language SOL consistent across languages and levels. This should help teachers who teach more than one foreign language or who teach more than one level of a language.

Did You Know?

- The January 2000 issue of the NASSP *Bulletin* was devoted to foreign language education. This is the journal of the National Association of Secondary School Principals. Ask your school administrator if he or she has a copy.
- The theme of the February 2000 issue of *Schools in the Middle* was "culturally and linguistically diverse schools." This journal is published for middle school administrators by NASSP.
- The subject of the fall 1998 issue of *The ERIC Review* was K-12 foreign language education. This journal is available online at: <http://www.accesseric.org/resources/ericreview/vol6no1/language.pdf>

FREQUENTLY ASKED QUESTIONS ABOUT THE FOREIGN LANGUAGE SOL

Will there be SOL testing for the Foreign Language SOL?

At this time, there are no plans for statewide assessment of the Foreign Language SOL. However, school divisions and schools should consider ways to effectively assess student performance in foreign languages at the local level.

Will teachers be held accountable for the Foreign Language SOL?

Teacher accountability will be in the hands of the local school divisions. A local school division should consider developing a local foreign language curriculum that is aligned with the state standards. Classroom instruction and student learning should then reflect this curriculum.

How should teachers go about becoming familiar with the SOL?

- Read the introductory information.
- Understand the organizing strands.
- Consider how the standards integrate all the language skills (listening, speaking, reading, and writing) for natural language use and communication.
- Note that the state standards emphasize the knowledge, processes, and skills that *students* should develop, not the content that *teachers* should teach.
- Use the state standards to develop a local curriculum that defines more narrowly the content and structures that will enable students to meet the standards.

What can teachers do now to begin integrating the Foreign Language SOL into the classroom?

- Become familiar with the standards for your language and level.
- Use curriculum mapping or monitoring to ensure that you are providing activities and instruction that include all the standards.
- Consider how a typical lesson and/or unit covers more than one standard.
- Remember that language learning is “spiraling” in nature, allowing for and requiring much re-introduction of review information.
- Consider how the core SOL support foreign language learning.
- Consider how the Foreign Language SOL support learning in the core subjects.
- Begin to document SOL coverage in lessons by referring to the new SOL.

GOALS OF FOREIGN LANGUAGE LEARNING IN VIRGINIA

Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people’s unique way of life, the patterns of behavior which order their world, and the ideas and perspectives which guide their behaviors.
- Students will learn about the contributions of other cultures to the world and how these contributions have shaped international perspectives.

Expanded Access to Information

- Students will connect with other disciplines through language study, which enables them to understand the interrelationships among content areas.
- Students will access information in more than one language, which gives them a greater choice of resources and a richer base of knowledge.

Increased Global Perspective

- Students will contribute to and respond to their communities and to the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of second language study.

For Foreign Language Teachers, SOL also means
**Speaking
Other
Languages!**

The Development Process for the Foreign Language SOL

Recognition of Diversity

Foreign language learning in Virginia encompasses many different languages taught in many different ways at many different levels. While the most commonly taught languages continue to be Spanish, French, German, and Latin, other languages taught in the commonwealth include American Sign Language, Arabic, Chinese, Italian, Japanese, Korean, and Russian. Most language programs begin in middle school and continue into high school. However, more than a few school divisions offer a variety of foreign language programs in the elementary school as well. Delivery models for foreign language programs in Virginia include traditional courses, immersion programs, distance learning, courses for heritage language speakers, FLEX* and FLES* programs, with many possible variations on these models.

The committee that met to develop the proposed revised Foreign Language SOL tried to keep all of these factors in mind as they worked to prepare a draft document. Individually, the committee members represented a wide range of backgrounds, experience in the classroom, geographical distribution, and levels of language teaching. The mission presented to them by the Board of Education was to *revise* the 1983 Foreign Language Standards of Learning. Thus, they already had some parameters, because the 1983 SOL included specific SOL for levels I – IV of French, German, Latin, and Spanish.

Development of “Generic” Language SOL

With an increasing number of foreign languages being offered in the commonwealth, the committee agreed that before tackling SOL for the individual languages, it needed to develop “generic” standards that might be adaptable to a variety of languages and kinds of program. The creation of such a generic document would provide a consistent structure for school divisions that wanted to develop curricula for foreign languages other than French, German, Latin, and Spanish. The committee was also aware that a *Framework for American Sign Language Instruction* (<http://www.pen.k12.va.us/VDOE/Instruction/signlang.html>) that is aligned with the national standards for foreign language learning, had already been approved by the Board of Education in 1998.

When the steering committee for the SOL project met in June 1999, it developed a proposed structure for the document that consisted of the concept of the seven organizational strands. When the full committee met in July 1999, the committee members approved the strands that had been proposed. However, the committee members did not begin to work immediately by specific language group.

A Collaborative Effort

The larger committee was sub-divided into seven smaller groups, each representing a strand, which consisted of representatives of each language group. For example, French, German, Latin, and Spanish committee members worked collaboratively to develop standards within one particular strand. As the standards within each strand evolved at level I, another group might pick up the work and move to the next level. Thus, the Modern Foreign Language SOL included input from all members of all language groups, including Latin. Following the work for each level of a strand, the full committee re-convened to review, comment on, edit, and reach consensus on the resulting standards.

Even though the document that has been released for consideration is in a “vertical” format, showing all the standards for one level together, the document was actually created in a “horizontal” format so that there would be consistency and continuity in the standards that evolved from one level to the next within each strand.

Modern and Classical Languages Share a Common Focus

A conscious decision was made to include the Latin committee members in the process to develop the generic modern language document. This allowed both the modern linguists and the classicists to have productive dialog about the various components of the SOL and to develop consistent documents. Only the “communication” strands differ for Latin. There is no “Person-to-Person” strand in the Latin SOL. The first Latin strand is “Reading for Understanding” and does not include a listening component. Finally, the modern language strand of “Oral and Written Communication” is phrased as “Using Oral and Written Language for Understanding.” Thus, for the modern languages, the emphasis is on communication, and for Latin, it is on interpretation.

Foreign Language Quotables From Notables

"I believe that in this new economy every high school student should be close to fluent in a foreign language when he or she graduates. We should begin teaching foreign languages in our elementary schools, and then in middle schools and high schools. English is a beautiful language and every American student must be a master of it. English is surely a world language. But learning a foreign language exposes young people to new cultures and new horizons and helps them understand English better."

U.S. Sec. of Education Richard Riley
*Annual Back-to-School Address:
Changing the American High School to Fit
Modern Times*

The National Press Club
Washington, D.C.
September 15, 1999

<http://www.ed.gov/Speeches/09-1999/990915.html>

"It would be my hope that every elementary and secondary school in the United States, public and private, would establish a relationship with schools from another country to build these types of classroom to classroom connections. This would give all children a broader world view, and I hope that it would encourage many more American children to learn a foreign language In countries from Spain to Singapore, all children are studying a second and often a third language. And because English is increasingly the language of commerce and the Internet, there is very strong demand for English-language learning almost everywhere. Others want to learn English, and we can learn their languages."

U.S. Sec. of Education Richard Riley
*U.S. Policy Statement Delivered at the
French Embassy*
April 19, 2000

<http://www.ed.gov/Speeches/04-2000/000419.html>

"To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures. . . .

The Secretaries of State and Education shall support the efforts of State and local governments and educational institutions to promote international awareness and skills in the classroom and on campuses. Such efforts include strengthening foreign language learning at all levels, including efforts to achieve bi-literacy, helping teachers acquire the skills needed to understand and interpret other countries and cultures for their students"

President William Jefferson Clinton
*Memorandum for the Heads of Executive
Departments and Agencies*
April 19, 2000

<http://www.ed.gov/PressReleases/04-2000/wh-000419.html>

RESOURCES TO SUPPORT THE FOREIGN LANGUAGE SOL

Virginia Department of Education Foreign Language/ESL Web Page

<http://www.pen.k12.va.us/VDOE/Instruction/Language>

Contains downloadable files of the Foreign Language SOL, a calendar of events of interest to foreign language/ESL teachers, links to professional organizations, and other resources

Executive Summary of *Standards for Foreign Language Learning in the 21st Century (National Foreign Language Standards)*

<http://www.actfl.org/htdocs/pubs/execsumm.pdf>

The complete hard copy of this valuable resource costs \$25 + shipping and is available by calling 1-800-627-0629

ACTFL Performance Guidelines for K-12 Learners

Available in hard copy from ACTFL for \$7.50 + shipping by calling 1-914-963-8830

CALENDAR OF EVENTS FOR VIRGINIA'S FOREIGN LANGUAGE TEACHERS

OCTOBER 20-21, 2000

Mountain Interstate Foreign Language Conference
Radford University, Radford, VA
http://www.runet.edu/~forl-web/MIFLC_index.html

OCTOBER 27-28, 2000

Foreign Language Association of Virginia (FLAVA)
Holiday Inn Select, Richmond, VA
<http://www.userhome.com/flava>

NOVEMBER 16-19, 2000

American Council on the Teaching of Foreign Languages
(ACTFL)
Boston, MA
<http://www.actfl.org/>

MARCH 8 - 10, 2001

Southern Conference on Language Teaching (SCOLT)
Ocean Dunes/Sand Dunes Resort and Conference Center
Myrtle Beach, South Carolina.
<http://www.valdosta.edu/scolt/conf2001.htm>

MARCH 29 - APRIL 1, 2001

Northeast Conference on the Teaching of Foreign Languages
(NECTFL)
New York Hilton and Towers, New York, NY
<http://www.dickinson.edu/nectfl/>

NOVEMBER 2001

ACTFL meets jointly with FLAVA in Washington, DC!
This is as close as the ACTFL conference ever comes to
Virginia. While registration and lodging can be expensive, the
sessions, exhibits, and networking opportunities are invaluable!
Start making plans and lining up resources NOW to attend
this outstanding conference for foreign language teachers.
There is something for everyone! See you in DC!

NAEP TO INCLUDE FOREIGN LANGUAGE IN 2003

Often called the "Nations' Report Card," the National Assessment of Educational Progress (NAEP) is the only nationally administered, continuing assessment of what America's students know and can do in various subject areas. Since 1969, NAEP has conducted assessments periodically in reading, mathematics, science, writing, history, geography, and other fields. For the first time ever, in 2003, the NAEP is scheduled to include a measure of student performance in foreign languages for secondary school students. Additional information about this project may be found on the Internet at: <http://www.cal.org/flnaep/page1.html>



NATIONAL BOARD CERTIFICATION FOR FOREIGN LANGUAGE TEACHERS

Professional teaching standards for national board certification are currently being developed for foreign languages. More information about this project is available on the Internet at: <http://www.nbpts.org>

**FOR ADDITIONAL INFORMATION
ABOUT FOREIGN LANGUAGE
PROGRAMS IN VIRGINIA
OR
FOR FOREIGN LANGUAGE RESOURCES
CONSULT THE VIRGINIA
DEPARTMENT OF EDUCATION'S
FOREIGN LANGUAGE/ESL WEB PAGE
AT:**

<http://www.pen.k12.va.us/VDOE/Instruction/Language>

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